**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**First Grade – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The First Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standards 1.OA.5, 1.OA.7, and 1.OA.8 are only assessed in First Grade Module 1.* The remaining standards in this module will be assessed again in later modules. (See checklist on page 3.)

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 1 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards first assessed in Module 1. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 1 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1.OA | 1\* | X | X | X | X |  |  |
| 2\* |  | X |  |  |  |  |
| 3\* | X | X |  |  |  |  |
| 4\* | X | X |  |  |  |  |
| 5\* | X |  |  |  |  |  |
| 6\* | X | X |  |  |  |  |
| 7\* | X |  |  |  |  |  |
| 8\* | X |  |  |  |  |  |
| 1.NBT | 1\* |  |  |  | X |  | X |
| 2a\* |  | X |  | X |  | X |
| 2b\* |  | X |  |  |  |  |
| 2c\* |  |  |  | X |  | X |
| 3\* |  |  |  | X |  | X |
| 4\* |  |  |  | X |  | X |
| 5\* |  |  |  | X |  | X |
| 6\* |  |  |  | X |  | X |
| 1.MD | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3 |  |  |  |  | X | X |
| 4 |  |  | X |  |  |  |
| 1.G | 1 |  |  |  |  | X |  |
| 2 |  |  |  |  | X |  |
| 3 |  |  |  |  | X |  |

**First Grade Module 1: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: Mid-Module Assessment** | | | | | | |
|  | **Domain** | **Standards** | | | | | |
| Question | Operations and Algebraic Thinking | 1.OA.1 | 1.OA.3 | 1.OA.5 | 1.OA.6 | 1.OA.7 | 1.OA.8 |
| 1 | 0 1 2 3 | X |  | X |  |  | X |
| 2 | 0 1 2 3 |  |  |  | X |  |  |
| 3 | 0 1 2 3 |  | X |  | X |  |  |
| 4 | 0 1 2 3 | X | X | X | X | X | X |
|  | |
| Domain  Score | Operations and Algebraic Thinking |
| Level |  |
| Level 3 | 10-12 points |
| Level 2 | 6-9 points |
| Level 1 | 0-5 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**First Grade Module 1: Mid-Module Assessment Task Score Sheet (continued)**

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| --- |
| First Grade Module 1: Mid-Module Assessment Task (Topics A–F)  Clusters and Standards Addressed |
| Represent and solve problems involving addition and subtraction.  1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)  Understand and apply properties of operations and the relationship between addition and subtraction.  1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*  Add and subtract within 20.  1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  Work with addition and subtraction equations.  1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.  *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*  1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* |

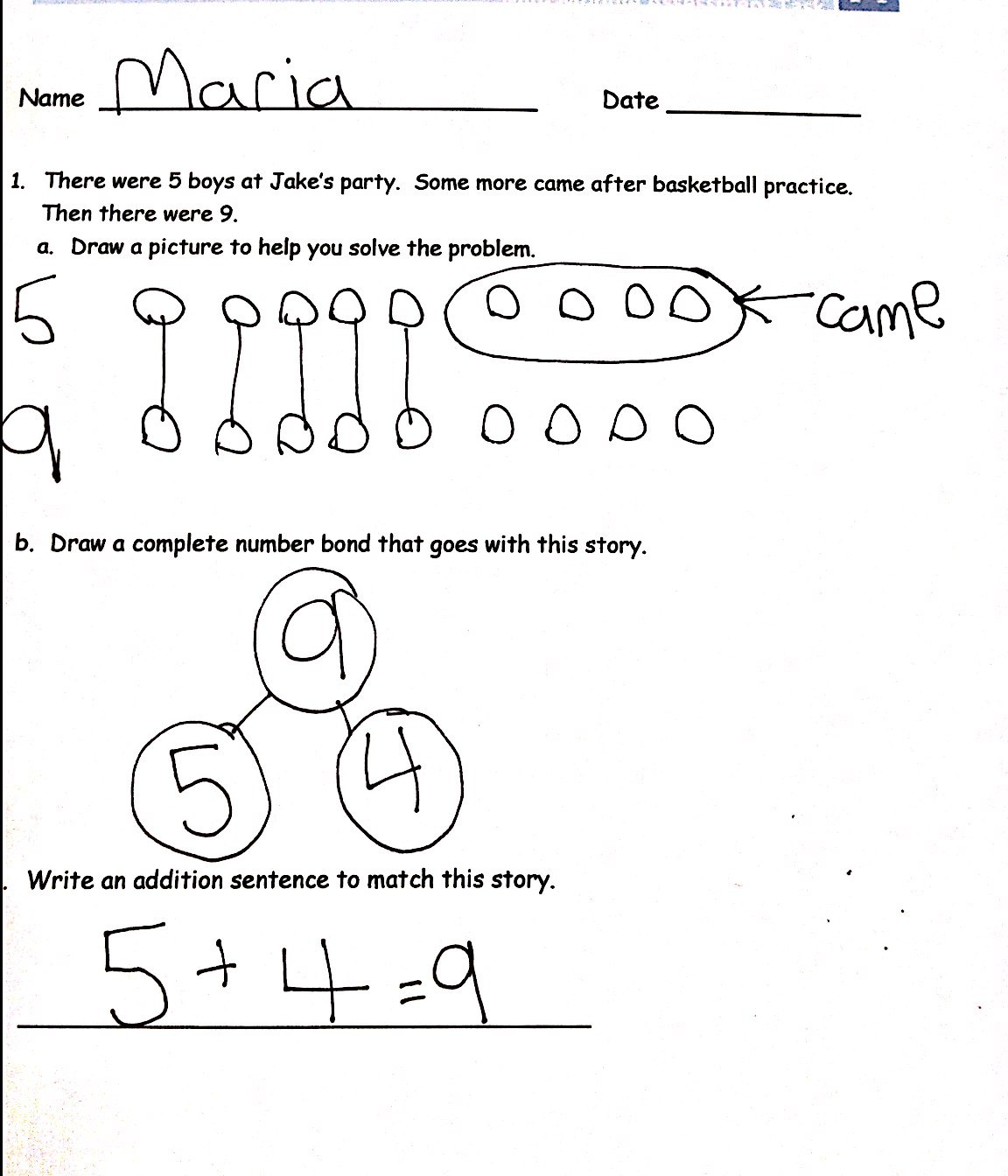
**First Grade Module 1: Mid-Module Assessment Task Rubric**

| First Grade Module 1 Mid-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1** 1.OA.1 1.OA.5 1.OA.8 | The student is unable to represent the problem with pictures or is disorganized with the symbols, digits, and structure and writes an inaccurate number bond and number sentence. | The student draws an incorrect picture with an equation and number bond that may or may not match the incorrect picture. | The student draws and solves the *add to with change unknown* problem correctly (4 more boys came to the party), but is unable to write an addition equation or number bond to match the problem.  Or, the student writes an equation and number bond (using 9, 5, and 4), but cannot explain their thinking using pictures to solve the *add to with change unknown* problem. | The student correctly:   * Draws a picture to solve the *add to with change unknown* problem and determines that 4 more boys came to the party. * Makes a number bond with 9, 5, and 4. * Writes an addition equation (9 = 5 + \_\_, 5 + \_\_ = 9, etc.). |
| **2**  1.OA.6 | The student is unable to add as evidenced by unanswered problems.  The student colors boxes at random with little understanding of partners to 10, +1, and +2. | The student makes several calculation or category coloring errors.  The student makes no accommodation for  9 + 1. | The student answers most addition problems correctly, and makes some category coloring errors (up to 2 calculation or color errors combined.)  The student makes no accommodation for  9 + 1, or makes an accommodation for  9 + 1 with calculation or category coloring errors. | The student correctly:   * Answers all addition problems. * Colors all equations in accordance to the problem type categories. * Makes an accommodation for 9 + 1 as it fits two categories. |

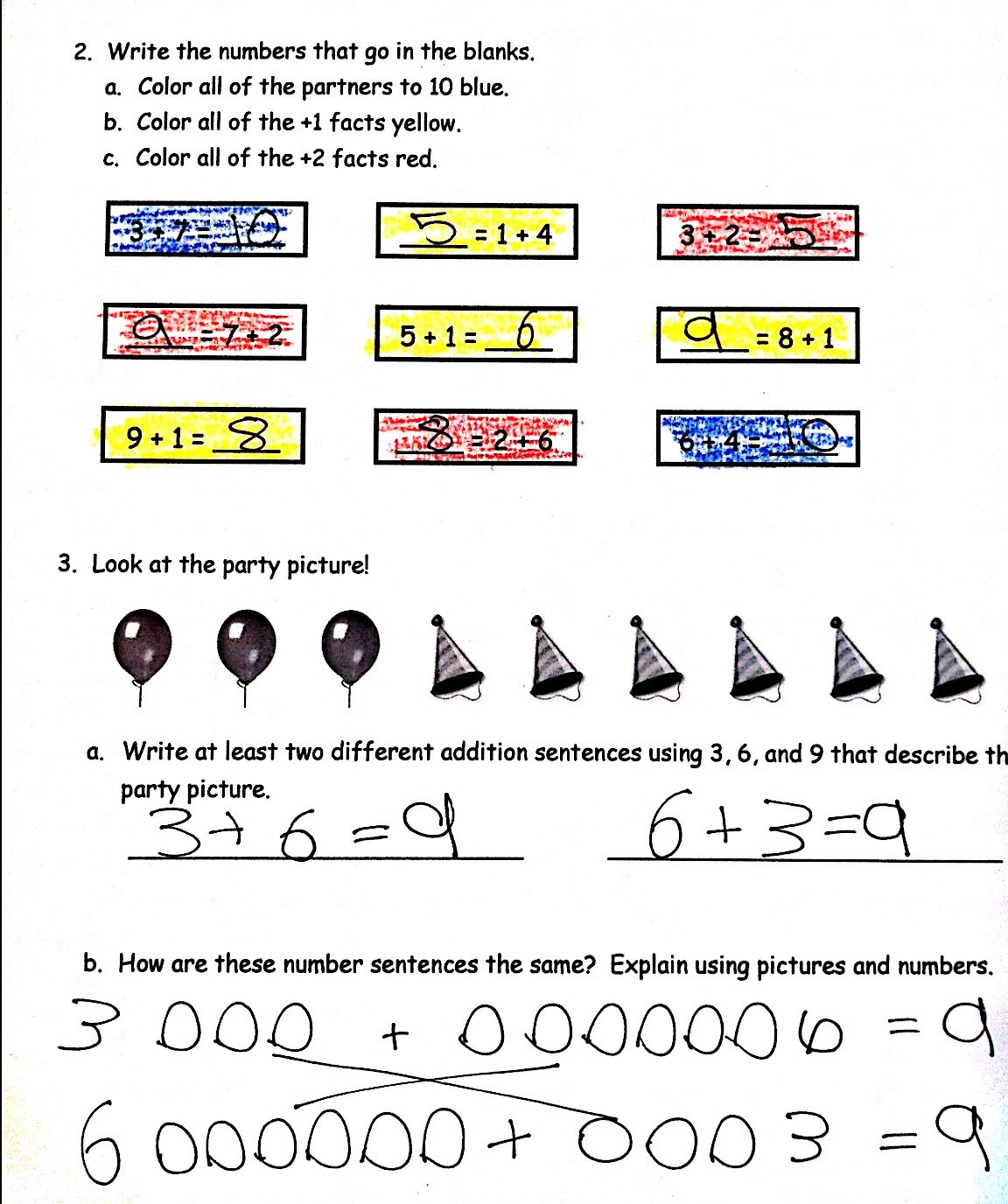
**First Grade Module 1: Mid-Module Assessment Task Rubric (continued)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **3**  1.OA.3  1.OA.6 | The student writes two incorrect number sentences.  Or, the student is disorganized with the symbols, digits, and structure, and writes an inaccurate equation. | The student writes one correct number sentence, and thus cannot explain the similarities between two equations.  Or, the student writes two number sentences that are exactly the same as one another, and explains her thinking that does not reflect an understanding of the commutative property. | The student writes two correct and unique addition equations using 3, 6, and 9, but is unable to cite the commutative property in her own words to explain how the equations are same. | The student clearly:   * Writes two correct and unique addition equations that use 3, 6, and 9 (9 = 6 + 3, or 3 + 6 = 9, or  9 = 3 + 6, etc.). * Demonstrates with pictures, numbers, and words how the number sentences are the same, somehow citing the commutative property in her own words. |
| **4**  1.OA.1  1.OA.3  1.OA.5  1.OA.6  1.OA.7  1.OA.8 | The student cannot explain any of the three scenarios clearly using equations, pictures, or words.  The student cannot solve the *take apart with addend unknown* problem correctly. | The student explains one of the three scenarios clearly and thoroughly using equations, pictures, or words. The student solves the *take apart with addend unknown* problem incorrectly (something other than 3 carrots were in her lunch box). | The student explains two of the three scenarios clearly and thoroughly using equations, pictures, and/or words.  The student solves the *take apart with addend unknown* problem correctly and determines that 3 carrots were in her lunch box. | The student clearly and thoroughly:   * Explains all three scenarios using equations, pictures, and/or words. * Solves the *take apart with addend unknown* problem correctly and determines that 3 carrots were in her lunch box. |

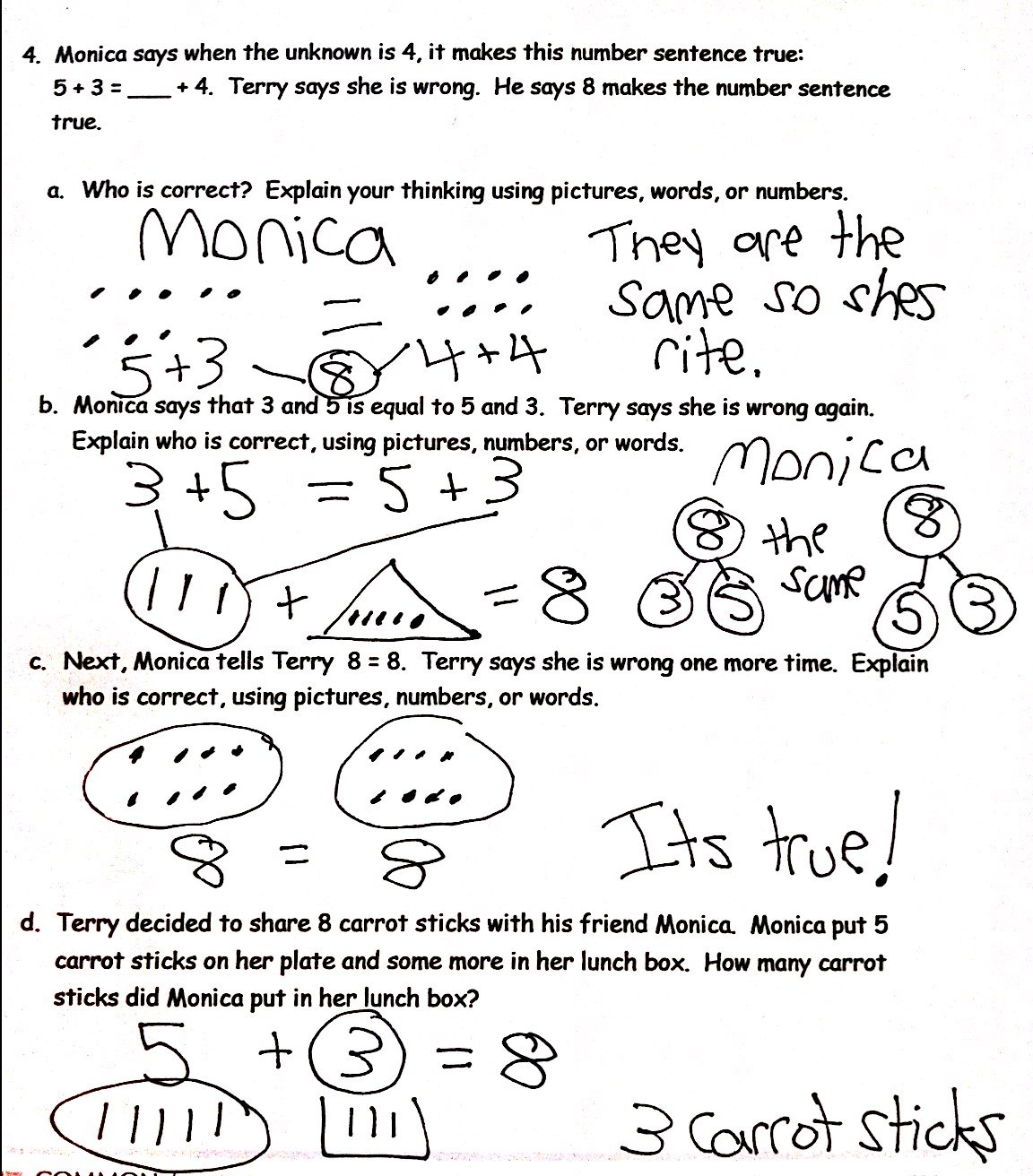
**First Grade Module 1: Mid-Module Assessment Task Key**



**First Grade Module 1: Mid-Module Assessment Task Key (continued)**



**First Grade Module 1: Mid-Module Assessment Task Key (continued)**



**First Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
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| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | | | | |
|  | **Domain** | **Standards** | | | | | | |
| Question | Operations and Algebraic Thinking | 1.OA.1 | 1.OA.3 | 1.OA.4 | 1.OA.5 | 1.OA.6 | 1.OA.7 | 1.OA.8 |
| 1 | 0 1 2 3 | X |  | X |  | X |  | X |
| 2 | 0 1 2 3 |  |  | X | X |  | X | X |
| 3 | 0 1 2 3 |  |  | X | X |  | X | X |
| 4 | 0 1 2 3 | X | X | X | X | X | X | X |
|  | |  |
| Domain  Score | Operations and Algebraic Thinking |  |
| Level |  |
| Level 3 | 10-12 points |
| Level 2 | 6-9 points |
| Level 1 | 0-5 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**First Grade Module 1: End-of-Module Assessment Task Score Sheet (continued)**

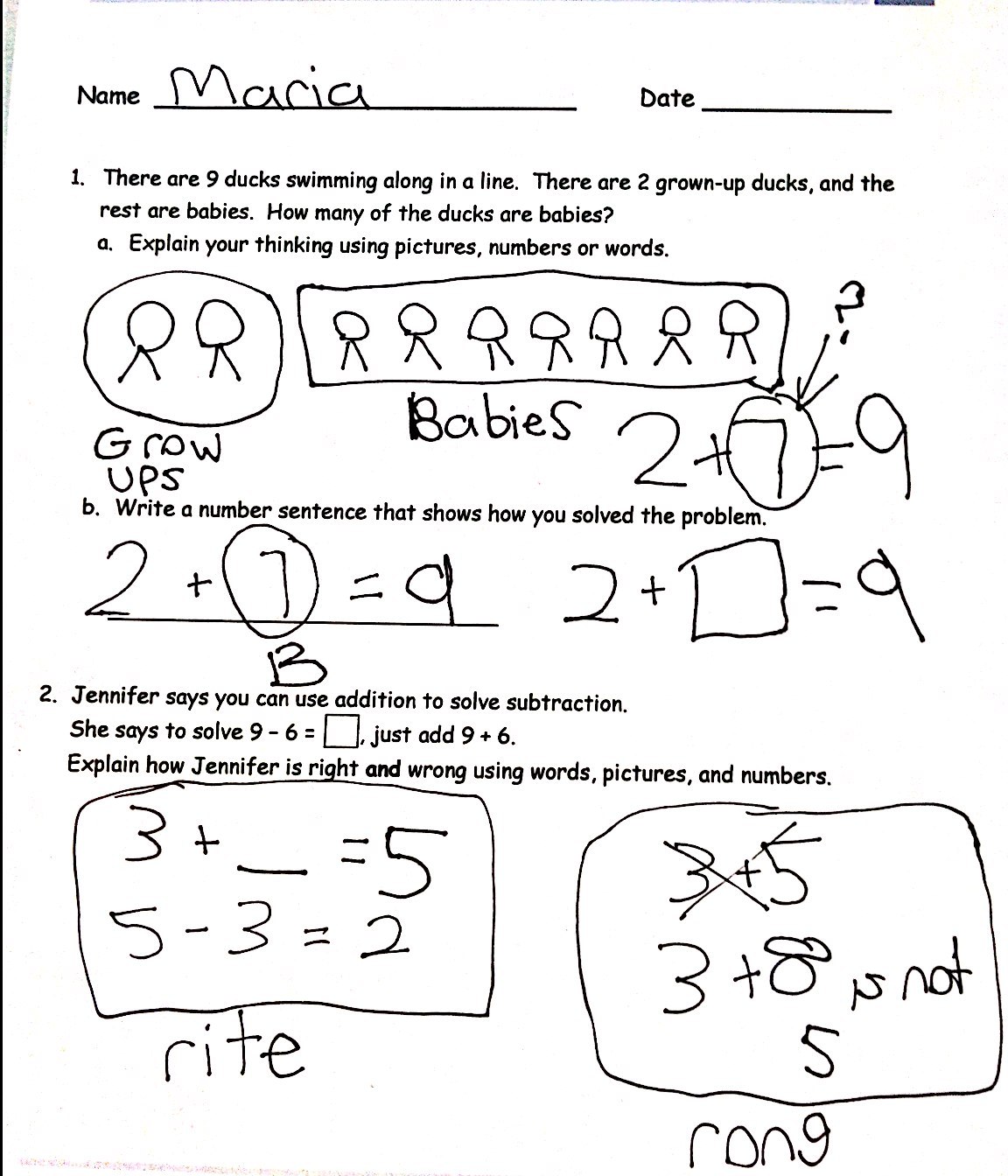
|  |
| --- |
| First Grade Module 1: End-of-Module Assessment Task (Topics A–J)  Clusters and Standards Addressed |
| Represent and solve problems involving addition and subtraction.  1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)  Understand and apply properties of operations and the relationship between addition and subtraction.  1.OA.3 Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *Example: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*  **1.OA.4** Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*  Add and subtract within 20.  1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).  1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).  Work with addition and subtraction equations.  1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.  *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*  1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ☐ – 3, 6 + 6 = ☐.* |

**First Grade Module 1: End-of-Module Assessment Task Rubric**

**\*Indicates items that have been changed/modified from the original EngageNY rubric.**

| First Grade Module 1 End-of-Module Assessment: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and Standards | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  1.OA.1  1.OA.4  1.OA.6  1.OA.8 | The student demonstrates a limited ability to both explain his thinking and answer accurately. | The student correctly answers **1 of the 3 parts**. | The student correctly answers **2 of the 3 parts**. | The student correctly:   1. **(1)** Solves the *addend unknown* relationship problem and determines that **7** ducks are babies.   **(2)** Explains thinking by drawing a picture, writing numbers or equations, or words.   1. **(3)** Writes an equation that corresponds with her solution process (addition or subtraction). |
| **2**  1.OA.4  1.OA.5  1.OA.7  1.OA.8 | The student shows little evidence of understanding how addition and subtraction differ, or is unable to complete the task. | The student shows evidence of beginning to understand how addition and subtraction differ through his explanation, but demonstrates incomplete reasoning and/or an incorrect answer. | The student identifies that Jennifer is incorrect, but cannot fully support the claim or explain his thinking clearly. | The student correctly identifies that Jennifer is correct that addition can be used to solve a subtraction problem, and that she is incorrect in adding 9 and 6 to solve 9 – 6. The student shows her thinking using words, pictures, or numbers. |
| **3**  1.OA.5  1.OA.4  1.OA.7  1.OA.8 | The student demonstrates little to no concept of the connection between addition and subtraction, and is unable to explain her thinking. | The student demonstrates a beginning understanding of the connection between addition and subtraction, but does not answer accurately. | The student correctly writes one accurate equation using 8, 2, and 10, but is unable to explain her thinking.  Or, the student is able to explain her thinking, somehow citing the connection between addition and subtraction, but is unable to write an accurate equation. | The student correctly:   * Writes one accurate addition equation using 8, 2, and 10. * Explains her thinking using pictures, numbers, or words, and cites the connection between addition and subtraction in her explanation. |
| **4 \***  1.OA.1  1.OA.3  1.OA.4  1.OA.6  1.OA.7  1.OA.8  1.OA.5 | The student shows very little understanding of how to solve the *add to with change unknown* problem, and cannot write corresponding equations. | The student correctly answers **1** of the 5 parts. | The student correctly answers **2-3** of the 5 parts. | The student correctly answers **4-5** of the 5 parts. (See below) |
| a. **(1)** Solves the *add to with change unknown* problem and determines that 4 friends came to play, and  **(2)** explains his thinking.  b. **(3)** Writes addition equation and a  **(4)** subtraction equation which corresponds to the problem.  c. **(5)** Applies the commutative property and knowledge of the equal sign to write three additional equations (10 = 6 + 4; 4 + 6 = 10; 10 – 4 = 6; etc.). | | |

**First Grade Module 1: End-of-Module Assessment Task Key**



**First Grade Module 1: End-of-Module Assessment Task Key (continued)**

